

# SIMON FRASER UNIVERSITY

S. 83-45

## MEMORANDUM

AS AMENDED AT SENATE

16/5/83

To..... SENATE.....

From..... SENATE COMMITTEE ON ACADEMIC PLANNING.....

Subject..... SFU DOWNTOWN SATELLITE CAMPUS.....

Date..... 29 APRIL 1983.....

The proposal for a Simon Fraser University Downtown Satellite Campus was considered by the Senate Committee on Academic Planning at its meeting of April 13, 1983. The following motion was approved:

"That Senate approve in principle that Simon Fraser University establish a satellite campus in downtown Vancouver"

The SFU/Downtown Planning Committee, who prepared the proposal, presented the following rationale in support:

1. There is significant demand for university level education in downtown Vancouver for both degree-oriented and career-related programs.
2. The education needs in the urban downtown core are such that one of the universities in the province will, at some time, act to meet them. Simon Fraser University should be the university which acts to meet this demand. We have demonstrated that we are interested in serving this area and that we have the curriculum development capacity to meet the downtown educational needs.
3. Approval in principle for establishing a downtown satellite campus will enable Simon Fraser University to set an agreed-upon goal, to inform others of our objective, and to plan towards that end.

There was unanimous recognition by SCAP that a downtown satellite campus would not be established until such time as additional funding is made available.

MOTION: "That Senate approve in principle the establishment of a Simon Fraser University satellite campus in downtown Vancouver. It is understood that recommendation for the establishment of such a campus would not be made until sufficient designated and private funding is made available."

Note: It is intended that a standing committee of SCAP will be established subject to the approval of the above motion by Senate, to oversee and guide planning for a satellite campus.

# SIMON FRASER UNIVERSITY

SCAP 83-5

## MEMORANDUM

To..... Dr. J. Munro, Chairman  
..... S.C.A.P.  
.....  
Subject..... A PROPOSAL FOR A SIMON FRASER  
UNIVERSITY DOWNTOWN SATELLITE CAMPUS

From..... R.C. Brown, Chairman  
..... SFU/Downtown Planning Committee  
.....  
Date..... April 7, 1983

Attached is the report of the SFU/Downtown Planning Committee. The Committee fully endorses the body of the report, but I want to state explicitly that not all of the appendices were prepared by the Committee and that some members are not in agreement with everything contained therein. Naturally, I will be available to discuss the report with the Senate Committee.

*RC Brown*  
R.C. Brown

RCB/bjr

Attach.

cc. SFU/Downtown  
Committee members

A PROPOSAL FOR A SIMON FRASER UNIVERSITY  
DOWNTOWN SATELLITE CAMPUS

A Report to the Senate Committee  
on Academic Planning

Submitted by:

The SFU/Downtown Planning Committee

R.C. Brown, Chairman

March 31, 1983

## TABLE OF CONTENTS

|                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------|----|
| Report of the SFU/Downtown Planning Committee<br>to the Senate Committee on Academic Planning.....      | 1  |
| Appendix A: The SFU/Downtown Council.....                                                               | 6  |
| Appendix B: Background: The SFU/Downtown<br>Program 1980-82.....                                        | 9  |
| * Table 1: SFU/Downtown Enrolment History<br>80-1 to 82-3 by Faculty and<br>Department.....             | 13 |
| * Table 2: SFU/Downtown Enrolment History<br>80-1 to 82-3 by Program<br>Development Concentrations..... | 20 |
| * Table 3: Selected Student Profile<br>Statistics (%).....                                              | 27 |
| Appendix C: Ministry of Education Downtown<br>Education Centre Study Executive Summary.....             | 34 |
| Appendix D: Rationale for a Downtown University.....                                                    | 42 |
| Appendix E: A Downtown Satellite Campus: Planning<br>and Program Options.....                           | 48 |
| Appendix F: Three Models of Downtown Program<br>Development.....                                        | 54 |

\* Statistical Data deleted on Senate distribution pages 13-33 inclusive. This may be seen at Secretariat Services if required.

REPORT OF THE SFU/DOWNTOWN  
PLANNING COMMITTEE TO THE SENATE COMMITTEE  
ON ACADEMIC PLANNING

I. TERMS OF REFERENCE

On May 12, 1982 the Senate Committee on Academic Planning approved "the establishment of two planning committees - internal and external - to develop SFU/Downtown, as set forth in SCAP 82-11." The internal committee, the SFU/Downtown Planning Committee, was established as a sub-committee of SCAP (V.P. Academic to R.C. Brown, 82.07.27) with a mandate to:

...assess needs and potential, consider  
SFU/Downtown program development pro-  
posals, develop such proposals, and  
forward specific recommendations...to  
SCAP... (SCAP 82-11:16)

R.C. Brown, Dean of Arts, was subsequently appointed by the V.P. Academic as Chairman. In addition, seven members were nominated by the deans as follows: J.P. Blaney (Continuing Studies), A.D. Doerr (Graduate Studies), J.W. Ekstedt (Interdisciplinary Studies), N.R. Reilly (Science), N. Robinson (Education), K. Strand (Arts), R.G. Wyckham (Business Administration). W.G. Gill (Continuing Studies) was appointed Secretary to the Committee.

The Committee met through Fall 1982 and Spring 1983. It reviewed the existing program and examined several background documents, statistical reports and program proposals. Liaison and discussion with the external committee, the SFU/Downtown Council, were coordinated by the Committee Chairman, R.C. Brown. (The composition and terms of reference of this Council are included in Appendix A).

The committee saw that its mandate was not to examine whether there should be a downtown program, but rather to develop proposals and make recommendations as to what Simon Fraser University's downtown presence should be. This report to SCAP follows from this interpretation of the Committee's charge.

## II. RECOMMENDATIONS

The Committee recommends to SCAP:

- A. That the Senate Committee on Academic Planning endorse in principle that Simon Fraser University establish a satellite campus in downtown Vancouver.
- B. That SCAP establish a standing committee to oversee and guide planning for this satellite campus.

## III. DEFINITION OF A DOWNTOWN CAMPUS

As proposed here, a downtown satellite campus would be a branch of Simon Fraser University with its own physical plant (classrooms, offices, and service facilities) located in a single, identifiable downtown location. The campus would have some resident faculty and a set of definable programs. Student, administrative, and research services (academic advice, registrar, library), would be operated as extensions of existing service units.

Policy decisions concerning the downtown campus would be vested in our Senate and Board of Governors. (The downtown satellite campus model is compared to two other program development options for illustrative purposes in Appendix F).

## IV. RATIONALE FOR THE RECOMMENDATIONS

- A. There is a significant demand for university level education in downtown Vancouver for both degree oriented and career related programs. Evidence of this demand is provided by :
  - a) enrolment data from the existing SFU/Downtown program (refer to Appendix B for the history of the program and data);
  - b) a survey conducted by the Ministry of Education in 1982-1 (see Appendix C for a summary of the survey); and
  - c) the phenomenon of recurrent education.
- B. The educational needs in the urban core are such that one of the universities in the province will, at some time, act to meet them. The University of

Victoria's initiatives in the interior provide an illustration of a situation in which one institution has moved quite deliberately to establish a particular mission.

C. Simon Fraser University should be the university which acts to meet this demand. We have demonstrated that we are interested in serving this area and that we have the curriculum development capability to meet downtown's educational needs. The advantages for us from the expansion of our effort downtown are:

- 1) Externally, our reputation can be enhanced by demonstrating that the university is meeting the needs of the community. Unlike our two sister institutions, Simon Fraser lacks a well defined community image or focus which would be appealing to the public and thus contribute to our image as the university which provides accessible, broad ranging, high quality education.
- 2) An enhancement of our public image would likely make SFU more attractive to "highly qualified" students and thus improve the overall quality of the institution.
- 3) Internally, we may be able to expand the range of our academic program and build upon our existing strengths.
- 4) As demonstrated in other urban centres, a university located in a downtown core generates interactions related to teaching, research, and service which are of benefit to both the downtown community and the university.

D. Approval in principle for establishing a downtown satellite campus will enable Simon Fraser to set an agreed-upon goal, to inform others of our objective, and to plan toward that end. A planned, rather than an ad hoc, incremental approach is beneficial because:

- 1) it makes the internal choices clear;
- 2) it enables the university to receive the maximum possible external support from the attendant publicity given to the objective; and
- 3) it decreases the probability that our efforts will be diluted because of duplicate activities by the other universities.

(For a more detailed and expanded rationale concerning a downtown campus, see Appendix D.)

#### V. THE ACADEMIC PROGRAM OF A DOWNTOWN SATELLITE CAMPUS

An initial academic program with four basic components is proposed; a more detailed examination of some potential program and planning options is presented in Appendix E. The proposed components are:

- 1) Undergraduate-lower division. There would be three lower division programs--one each in Liberal Arts and Science, the Social Sciences, and the Humanities. Each program would have a core curriculum with limited electives. The objective would be to enable downtown students to meet current undergraduate lower division requirements by means of offering existing SFU courses downtown and thus complete degrees at the main campus or at another university, or downtown as proposed below.
- 2) Undergraduate-upper division. The objective would be to enable students to complete a degree at the downtown campus. Accordingly, the upper division program would be limited to those degree programs for which the downtown demand is greatest. This element of the proposal requires more extensive discussions to determine which degree programs are most appropriate. The intention is that, initially, the upper division undergraduate program would be limited to three or four degree programs.
- 3) Graduate Programs. An objective would be to provide graduate education downtown when the specific graduate program is closely associated with the particular interests of downtown students. While some proposals for new

programs exist, at the outset the graduate program might be limited to existing programs using existing courses.

- 4) Professional Development and Special Projects. This component has, as its objective, the demand for employment-related training and information and for general education. This would be met by seminars, short courses and conferences.

#### VI. CONSEQUENCES OF RECOMMENDATIONS

- A. Approval "in principle" of the concept of a downtown satellite campus implies endorsement of the concept as an explicit planning goal. Individual elements of the plan would be brought forward for consideration by SCAP as required.
- B. The establishment of a downtown campus could create a number of problems, including:
- 1) a potential drain on resources which would otherwise be available to the main campus;
  - 2) the potential of undesirable competition between the main and downtown campus and other centres operated by SFU in the province;
  - 3) major inconveniences (travel time and scattered resources) to students, faculty, and staff; and
  - 4) possible conflict with other post-secondary institutions.
- C. These potential problems can be minimized by their general recognition by the proposed SCAP standing committee and by that committee's commitment to a development of the downtown campus which would not proceed at a pace or in a fashion detrimental to the existing program.

APPENDIX A

THE SFU/DOWNTOWN COUNCIL



The SFU/Downtown Council

Terms of Reference

"...to advise on needed programs and priorities, assess program development proposals and strategies, assist in identifying community individuals and groups who would aid in developing and offering proposed programs, and assist in the formulation of any fundraising activities to support the creation of a downtown campus."

SCAP 82-11:7

MEMBERSHIP

Tom Rust  
President and Chief Executive Officer  
Crown Zellerbach Canada Limited

Chairman

Jack Blaney  
Vice-President  
University Development and Extension  
Simon Fraser University

Bob Brown  
Dean of Arts, Simon Fraser University  
Chairman, SFU/Downtown Planning Committee

John Cleghorn  
Senior Vice-President and General Manager  
Royal Bank of Canada

Klaus Deering  
President  
Glenayre Electronics Ltd.

Gordon Gibson  
Gibson and Clark Properties Ltd.

Warren Gill  
Director, SFU/Downtown

Executive Secretary

Don Hudson  
President  
Vancouver Stock Exchange

Bob Kadlec  
President  
Inland Natural Gas Co. Ltd.

George Pedersen  
President  
Simon Fraser University

Tom Simons  
President  
H.A. Simons International Ltd.

Ray Smith  
President and Chief Operating Officer  
MacMillan Bloedel Ltd.

Bob Wyman  
Chairman  
Pemberton Securities Ltd.

APPENDIX B

BACKGROUND: THE SFU/DOWNTOWN PROGRAM 1980-82

BACKGROUND: THE SFU/DOWNTOWN PROGRAM 1980-82

The existing SFU/Downtown program of offering university credit courses in the urban core of Vancouver was developed as a response by Simon Fraser University to the educational needs of a community previously poorly served by institutions of higher education. Discussion of these needs began in the early 1970's, but it was not until late 1978 that a proposal for an SFU/Downtown program was prepared. This 1978 proposal, which evolved from a needs assessment survey of potential downtown students conducted over the previous year, as well as consultations with business and cultural leaders, provided an initial rationale justifying the establishment of a downtown program, outlined the role of a downtown program in relation to the university as a whole, and presented some program development concepts. In early 1979, the proposal was discussed and approved on an experimental basis by the Deans, Chairmen, administrative directors, and the Senate Committee on Academic Planning.

Two fundamental principles were established to guide the early development of the program:

- 1) that SFU/Downtown should not operate at the expense of existing programs;  
and;
- 2) that the early phases of downtown programming should be experimental and provide opportunities to those departments having the resources and desire to participate.

Accordingly, the SFU/Downtown program was inaugurated in January 1980 by opening an office at 822 Howe Street (across from Robson Square) and scheduling 21 credit courses in a variety of locations throughout downtown, including Robson Square, the YMCA, and at various hotels. The response to this experiment was so encouraging that it quickly became apparent that classroom space of a more permanent nature was required. Consequently, the University began to lease and renovate facilities at 549 Howe Street, in what is now known as the Downtown Education Centre. In this Centre, Simon Fraser has eleven modest, but well supplied classrooms, ranging in size from 20 to 100 student capacity. The 822 Howe Street office remains in

operation and provides library, bookstore, and support services to faculty and students.

Over its short history, the program has grown rapidly to serve over 1000 individuals in almost 50 courses in each of the Fall and Spring semesters. The average age of SFU/Downtown students is 33 years, 56 percent are female, half are employed full-time, and over 50 percent live in the City of Vancouver. Approximately 40 percent of those enrolling each semester are either new or re-admissions to SFU and these students account for 10 percent of the new admissions to the University each semester. Since 1980 total SFU/Downtown enrolment has exceeded 6500 and the growth of the program has been constrained only by limitations on the teaching and fiscal resources available. In many high demand areas, such as Business Administration and Computing Science, we have been unable to mount sufficient courses to meet the needs of the downtown community. An enrolment history of the program is presented in the accompanying tables.

Over the past three years the downtown credit program has been gradually focussed around particular "themes", "core structures", and "concentrations" with the dual aim of providing a distinctive coherence to our downtown offerings while also providing a platform for future program development in areas of university interest. These foci have generally reflected on-going program development discussions across the campus. With the exception of the certificate programs, the concentrations used to both select and promote courses have not been structured in a formal programmatic sense -- enrolees have only earned credit in existing disciplines. Therefore, although the program has become more focussed, it remains essentially an extension of the campus evening program. While such a program serves student and other interests, and brings attention to SFU's role in the community, it does not by itself realize the potential of our downtown presence.

In recognition of the demand for university programs downtown and the potential of the downtown site to enhance the university generally, the role and future direction of Simon Fraser's downtown activities have been under constant scrutiny. These evaluative processes have resulted in a number of review and planning documents. Of these, a paper presented by J.M. Munro and J.P. Blaney (80-10-21) examining the first year of downtown operations and outlining three models -- Extension, Downtown Centre, Downtown Satellite Campus -- for program development has been of key importance. This paper was widely circulated on campus and was the subject of a special Dean's meeting, and a Faculty Forum. Agreement was reached at a meeting of Deans on 81-03-18 that the "Campus" model offered the greatest potential for a strong downtown program and that planning for an expanded downtown program should be undertaken. As a result, further discussion papers were generated culminating in J.P. Blaney's proposal of 82-03-02 to the Senate Committee on Academic Planning (SCAP 82-11) to create two complementary planning groups - The SFU/Downtown Planning Committee and the community-based SFU/Downtown Council - to advise and lead the program development process. These two committees have been active in developing the rationale and proposals for the direction of Simon Fraser's future downtown endeavours.

APPENDIX C

MINISTRY OF EDUCATION

DOWNTOWN EDUCATION CENTRE STUDY

EXECUTIVE SUMMARY

## *Executive Summary*

# DEC STUDY

A report on the findings of  
the Downtown Education  
Centre survey (1982).

Jo-Anne Lee

November 1982



Province of  
British Columbia

Ministry of  
Education  
POST-SECONDARY  
DEPARTMENT

---

Program Services Division  
7451 Elmbridge Way  
Richmond  
British Columbia  
V6X 1B8

## DOWNTOWN EDUCATION CENTER STUDY

### Executive Summary

A study was conducted of students enrolled at the Downtown Education Center (DEC), 549 Howe Street during a two-week period in March, 1982. The purpose of the study was to investigate student characteristics, motivations for enrolling, satisfaction with selected aspects of the Downtown Education Center and other program planning related information.

A total of 2508 questionnaires were distributed; 1685 questionnaires were received from BCIT, a response rate of 76%, and 497 questionnaires from SFU, a response rate of 52%. The questionnaire was developed in consultation with BCIT and SFU officials.

A brief synopsis of findings follows:

#### *1. What are students' basic demographic characteristics?*

The majority of respondents, regardless of institutional affiliation, were: aged 20-29 years, unmarried, without dependents and female. Approximately one-quarter had attained high school completion and another one-quarter had completed one to three years of university education. SFU respondents were generally more highly educated than BCIT respondents. Approximately twice as many BCIT students were employed full-time than SFU students. In terms of respondents' general occupational characteristics, BCIT as a group were more homogeneous than SFU respondents. For example, almost 40% of BCIT respondents were employed in the clerical sector and another 14% were employed as "managers". SFU respondents on the other hand, were more occupationally heterogeneous with 20% employed as "professionals", 19% employed in clerical occupations and 14.5% in managerial jobs.

2. *What are student attitudes towards classroom environment, equipment and materials, convenience of location, student services, ability of course to meet personal expectations, scheduling, parking, course offerings and bus service?*

Respondents rated various aspects of the DEC on a scale from "poor" to "excellent". As a rule, BCIT respondents not only showed a tendency to rank items higher than SFU respondents, but also exhibited more consensus in their judgements. Highest rated overall by both groups was convenience of location (DEC) and lowest rated was parking. In summary, both BCIT and SFU students rated most aspects in the adequate to good range with parking and student services judged less favourably.

3. *How are students informed about courses offered at the DEC?*

Students were asked about their sources of course information. Awareness of the Education Information Center (EIC) was specifically probed. Almost all respondents were aware of the existence of the Education Information Center but only 20% identified it as a source for course information. The findings suggest that SFU students mainly utilize their institution's calendar, brochures and word of mouth while most BCIT students utilize their institution's calendar, the EIC, word of mouth and brochures. Few respondents reported obtaining course information through posters, radio or television advertising, drop-in, or a professional association.

4. *What are students' reasons for enrolling?*

There were clear and significant differences between SFU and BCIT respondents concerning reasons for enrolling. The findings strongly indicate that BCIT respondents enrol for career-related reasons such as, career advancement, professional certification, and increasing self-confidence. Also of prime

importance was convenience of scheduling, an instrumental reason more related to facilitating learning opportunities than to career advancement. SFU respondents, on the other hand, appear to be motivated by degree attainment and the desire to understand broader issues. On the basis of these differences in motivational orientations, there is strong statistical evidence for concluding that SFU and BCIT students are distinct and separate consumers of educational services offered at the DEC.

5. *What are students' educational goals?*

Respondents were asked if the course taken would help to advance career goals. The findings were congruent with findings on reasons for enrolling. BCIT respondents almost unanimously perceived that courses taken would assist in achieving career related goals. SFU respondents showed less conviction and unanimity in this regard. In keeping with other findings, SFU students were a more heterogeneous group with some students viewing courses taken as assisting in career-related goals and others feeling that it was too early to know or that the course taken was unrelated to their career goals.

6. *What residential and employment geographic market is the DEC serving?*

Respondents' home and work postal codes were plotted on a map of Vancouver. The findings confirm that in terms of students' work locations, the DEC has a geographic market centered in the downtown peninsula. However, by postal code breakdown, more respondents were employed outside of the area bounded by Granville St., Burrard St., Georgia St. and Burrard Inlet (the area in which the DEC is located) than from within it. It should also be recalled that twice as many BCIT respondents

were employed full-time than SFU respondents, so that BCIT respondents would contribute more to this trend. SFU respondents appear to be employed in more dispersed locations throughout the city. A large proportion of working respondents have work sites located west of Burrard Street. In terms of residential distribution, slightly over half of respondents reside in Vancouver. Generally, areas of high residential concentration correspond to areas of higher zoned residential density such as the West End, Kitsilano, South Granville, Marpole, South Cambie and Mount Pleasant neighbourhoods. For those who lived outside of Vancouver, more resided in North Vancouver than any other municipality.

*7. What other courses do students want offered downtown?*

Students were asked if there were courses offered at their institution's main campus that they would like to take downtown. A larger proportion of SFU students offered a definite response, only 25% responded "don't know" compared to almost twice as many (49%) BCIT students. SFU students appear to be more desirous of increased course offerings downtown than BCIT respondents. Almost half of SFU students responded "yes" compared to approximately a third of BCIT respondents.

*8. What is student interest in alternate forms of instruction?*

There appears to be more interest in other forms of face to face instruction (e.g. tutoring, learning groups, learning exchanges) than in mediated or distance education modes. Guided or directed independent study received the second highest number of responses.

9. *What are student preferences towards other "available" facilities?*

Ten types of facilities and locations were listed and respondents were asked to select and rank their top three choices. There were statistically significant differences between SFU and BCIT respondents on their first, second and third choices. As a first choice, SFU respondents selected an established college, university or institute campus. This choice as a first preference is rather confusing unless courses offered downtown are for some reasons, unavailable on the main campus. As second choice, SFU respondents chose a new campus located downtown and as third choice, the DEC. BCIT respondents ranked for a first choice, the DEC, secondly, a new campus located downtown, and as third choice, a downtown office building. On the basis of these rankings, a facility located downtown is more highly preferred by respondents than at any other location.

Summary and Conclusions

Apart from basic demographic characteristics, there were few similarities between SFU and BCIT respondents. In general, both groups showed a high level of satisfaction with aspects of the Downtown Education Center although dissatisfaction with parking was expressed.

Both groups expressed satisfaction with the downtown location and scheduling of courses.

Students attending the Downtown Education Center generally perceive the location as a satellite campus to the main campus. This attitude was especially noticeable for SFU respondents. The majority of responding DEC students have had previous continuing education experience, and the majority

of these students gained this experience through courses taken at their main campus.

The findings tend to indicate that the majority of individuals attending BCIT and SFU courses at the Downtown Education Center are not "new" students initiating an educational venture by virtue of the DEC's strategic location and convenient scheduling. Most have had prior continuing education experience at their main campus or at VCC. Most were informed about courses through their institution's calendar and most chose to enroll in "downtown" courses mainly for ease of attendance.

There appears to be a larger potential "downtown" market consisting of individuals who have not had previous continuing education experience. At present, neither institution systematically markets programs to identified downtown target groups. Perhaps if such a selective marketing strategy were implemented, a greater proportion of "new" learners would be attracted to the DEC.

There is no doubt that a downtown educational facility such as the DEC, housing a wide range of career and academic educational programs has proven successful. However, the study found little evidence to support the notion that a Howe Street location is critical to this success. In terms of respondents' work and home locations, their preferences for alternate locations and their dissatisfaction with parking and student services (SFU respondents) it may be concluded that the principle of the DEC should be supported but that its exact location downtown may be subject to further consideration.

RATIONALE FOR A DOWNTOWN UNIVERSITY

The Committee recognizes that there must be significant locational, demographic, and educational needs within the downtown core of Vancouver to require the establishment of a campus to provide advanced post-secondary education in the area. The British Columbia university system has evolved rapidly over the past twenty years keeping pace with the educational needs resulting from alterations in the fabric of social and economic development within our communities. Significant gaps exist, however, in terms of programs available, groups and locations served, and research activities. For example, the need for access to post-secondary education is no longer confined to secondary school leavers. Adults of all ages and in all occupations are continuing their education on either a full or part-time basis. In addition, high school graduates are increasingly seeking new career programs which address contemporary concerns.

The question of access is particularly important for the urban core of Vancouver. As noted, Vancouver has become a major North American business, administrative, and cultural centre, yet it is one of the few such cities not directly served by a university. The urban core of Vancouver and its surrounding residential zones are key areas for development and growth within the region. Vancouver has been in the vanguard of the trend towards a more compact city centred on a dominant, high density core. This process reflects both national trends and conditions specific to the urban development of the region. Contrary to predictions of twenty years ago, the downtown area has reinforced and expanded its position as the pre-eminent transactional node in the Lower Mainland. Key factors influencing the dominance of downtown are advancing energy costs, the transportation network, changes in family structure and fertility, and the transition to a post-industrial urban economic base. The management, decision making, and support service sectors of the economy, which have become the princi-

pal source of growth and employment within the region, tend to locate in close proximity and act as centralizing forces. In Vancouver, the massive growth of job opportunities in the urban core observed since the late 1960's has resulted in increases in residential densities and land values around the core -- largely as a result of limited accessibility from the suburban municipalities. Lacking the extensive freeway network of most North American cities, massive urban sprawl has not occurred within the region; rather equilibrium conditions between job opportunities and transportation costs have served to enhance the redevelopment of areas such as Kitsilano and the Fairview Slopes. The completion of the Advanced Light Rapid Transit system in 1986 will serve primarily to increase the accessibility of the core from the suburban areas. Major developments such as B.C. Place and Lonsdale Quay will produce new housing for some 40,000 individuals and accelerate the conversion of older single family neighbourhoods to higher densities.

The increase in residential density around downtown reflects demographic changes, as well as desires to reduce commuting times and heighten access to urban amenities. Families have become smaller and more dependent upon two incomes. The increased participation of women in all sectors of the workforce has been an important force in this restructuring of residential locational preferences. The dual trend towards higher fertility in two-career households and the increasing number of families passing beyond the family-raising cycle has accelerated demand for housing proximate to job opportunities and social services.

The present and future demands on the educational system of this spatial concentration of people and jobs is ever increasing. The pace of informational and technological change which has accompanied post-industrialism has significantly altered traditional work opportunities and career paths. The

restructuring of the labour market has created new demands for re-training and re-education programs, particularly for university-level expertise in the areas of management, human services, administration, information processing, and policy making. As a consequence, over the past five years colleges and universities in North America had a 37 percent increase in enrolments of students over 35 years old and a 26 percent jump in enrolments of those over 25 years. Demand for coherent programs permitting the integration of part-time study and employment has outpaced growth amongst full-time students.

In both locational and demographic terms, the provision of post-secondary educational opportunities in British Columbia has been based upon a different set of conditions than those presently observed. In the early 1960's, the regional college system and Simon Fraser University and the University of Victoria were established in response to provincial post-war economic developments and population growth resulting from the baby boom. A critical impact of this growth was the movement towards suburbanization brought about by the increased accessibility provided by the automobile. After 1960, the major growth occurred in single family neighbourhoods in the eastern suburbs of Surrey and Coquitlam, and the southern suburbs of Richmond and Delta. Throughout the early 1960's the decline of the downtown area, as was observed in the United States, was repeatedly forecast; beginning in the 1970's it became increasingly evident that this would not be the case in Vancouver. While forest processing and other activities previously located around downtown did disperse throughout the region, the management and service functions of these industries remained in the core and expanded dramatically, following national economic trends.

With the decline of the birth rate following the end of the baby boom and the increasing complexity of a technologically-based society, the demands upon the post-secondary educational system have altered radically. Learning has become a lifelong process requiring continuing access to the resources of higher education. Vancouver, as the focus of economic and cultural activity within the province and as

a centre of a large population requiring access to education, is now in the position occupied by the suburban and interior areas twenty years ago. It is clear that, within the urban area, the locus of these conditions is the downtown core.

Over the past three years, Simon Fraser University's presence in the urban core has served to heighten awareness of higher education generally and has contributed to meeting some of the educational needs of a wide range of individuals who work or live in the downtown area. Through its downtown credit program, distinguished lecture series, and various professional development activities, Simon Fraser has helped enrich community and business life in the city centre. In this period, our objective of establishing SFU/Downtown as an educational service for adults working in or living near the urban core has been met. A new student body, seeking initial access to higher education, career advancement or change, or degree completion, has responded to the University's initiative. A survey of downtown students from BCIT and SFU conducted during the Spring semester of 1982 by the Ministry of Education indicates that a body of university-level students with distinctive goals and expectations can be identified in the downtown area. Our present limited program cannot fulfill the level of existing or future demand.

If Simon Fraser University is to be the institution to meet these needs, the establishment of a downtown satellite campus must be effected with deliberate planning. The creation of a downtown satellite campus could involve some not insignificant risks and problems, including the following: a net drain on resources which would otherwise be available to the main campus; a fragmentation of our mission and identity, with a consequent dissipation of energies; a competition between the main and downtown campuses, with the latter campus eventually seeking autonomy; inconvenience of distance and scattered resources to students, faculty and staff; conflict with other post-secondary institutions; and great disappointment if our goals are thwarted. The potential of such problems needs to be given careful consideration. If the plan for our downtown activities

is not well integrated into that for the development of the University as a whole, competition for resources may result which could lead to a fragmentation, rather than enhancement, of our overall identity and mission.

## APPENDIX E

### A DOWNTOWN SATELLITE CAMPUS:

### PLANNING AND PROGRAM OPTIONS

A DOWNTOWN SATELLITE CAMPUS: PLANNING AND PROGRAM OPTIONS

Simon Fraser University has an opportunity to create a unique post-secondary institution to serve both full and part-time students in the urban core. The downtown area is a centre of considerable resources for teaching and cultural activities and already possesses the necessary infrastructural elements (housing, transportation, amenities, services) to support university programming. In reviewing the proposals for the future of the downtown program, the Committee and SFU/Downtown Council concluded that a downtown satellite campus offers the greatest potential to meet the needs represented within the urban core and to strengthen the University's internal and external positions. This conclusion was reached in part through a re-examination of the programming options - Extension, Downtown Centre, and Downtown Satellite Campus - outlined by J.M. Munro and J.P. Blaney (80-12-01) (See Appendix F for an outline of these options). Our present program has some of the characteristics of the Downtown Centre model, but is still largely described by the Extension model. These two programming models were seen as inappropriate in that they both fall short of the level and quality of programming necessary to contribute to the further development of Simon Fraser University and meet the educational demands within the core.

The committee proposes that the establishment of a downtown satellite campus, integrated into our present administrative and service structure, be the ultimate goal of Simon Fraser University's downtown program. The creation of a distinctive downtown campus will open new avenues for research, teaching, and the recruitment of highly qualified faculty and students, as the university expands the range of its academic program beyond our present limitations. The development of a downtown campus will enable Simon Fraser to exploit fiscal and other resources which may be otherwise unavailable. The demands upon our present limited program are such that planned, rather than unfocussed evolutionary, growth is required in order to effectively manage the re-direction of our downtown programming. A blueprint for development within known general parameters must be established in order that incremental decision making leads towards a well-planned and approved goal.

As a first step in establishing a planning model for a downtown satellite campus of SFU the Committee proposes that in consideration of the programs presently provided by the three universities, the educational needs within the downtown (and wider) communities, and SFU's position within both the system and the community, that the greatest overall benefit may be achieved by designing a downtown campus program which:

- 1) serves graduate and undergraduate needs not presently met by the three universities;
- 2) creates an environment conducive to the introduction of new interdisciplinary programs;
- 3) enables qualified graduates of the universities, colleges and institutes to further their education;
- 4) provides opportunities for full and part-time study in coherent programs; and
- 5) addresses some of the critical needs of the education and re-education of highly qualified manpower.

These issues can be addressed by offering some of our existing academic program downtown, but present a challenge to develop selected new curricula and services which complement existing university programs. These new programmatic areas must respond to needs for specific expertise, subject matter, and educational options (such as mid-career re-tooling) which reflect the demographic and social character and the educational base of the urban core. To be most effective and cost efficient, the program must embrace the human, physical, and institutional resources represented within the downtown area.

#### A Programmatic Model

A program concept which addresses many of the above educational issues and which builds upon our existing program has evolved over the past three years. This concept provides a general framework for a downtown satellite campus program comprised of three components with services for students, faculty and the community. Within each component a range of program options is proposed to illustrate possible areas for program development. The three basic components are:

- 1) Tightly structured undergraduate or "baccalaureate" core degree programs and selected degree completion options;
- 2) Professional graduate programs with emphasis on management and the applied social sciences; and
- 3) Advanced professional development (non-degree) programs based upon the resources of both SFU and the downtown community.

Each program area is based on the principles outlined and together they could create a distinctive role for the downtown campus and a means for strengthening the overall academic program of Simon Fraser University. Some of the features and possible programs within the four component areas are:

1. Undergraduate - lower division. The undergraduate program could provide an opportunity to create the high level of student-to-faculty and student-to-student interaction characteristic of graduate programs at most universities. Following the successful models of a number of eastern universities, the downtown campus program could be intellectually broad and demanding, but tightly structured. At the lower division, three core or foundation programs in Liberal Arts and Science, Social Sciences, and the Humanities could be offered. These programs could have set curricula with limited electives and could be geared towards providing students with a sound grasp of the fundamentals of reasoning in preparation for work in specific subject areas at the upper division. Students who complete their first 60 hours in these foundation programs could either select a major downtown or transfer to other programs at the Burnaby Mountain campus or at another university.

2. Undergraduate - upper division. The upper division program could centre on three or four major areas of study towards degrees, diplomas, and certificates. At this stage of discussions within the university, the downtown campus could offer some of the following undergraduate programs:

- a) Management and Systems Science
- b) Business Administration
- c) Humanities
- d) Economics

Possible new programs which might be appropriate for downtown include:

- a) Urban Studies
- b) Resource Management
- c) Human Services/Criminology
- d) Human Resource Management

The new programs would draw heavily upon existing courses in many disciplines, as well as some new integrative courses. Standards for admission and continuance would be high. A special feature of the upper division program could be a transfer arrangement for qualified graduates of the colleges and B.C.I.T. to enable them to work towards a university degree.

3. Graduate. The graduate program could build upon existing academic strengths at SFU, while permitting opportunities to develop further research expertise in areas of provincial and national interest. A principal characteristic of the graduate program could be an integrative curriculum, allowing students from a range of academic backgrounds to engage in graduate-level study, primarily in professional fields. Some new programs for consideration include:

- a) Engineering/High Technology Administration
- b) International Trade (perhaps in conjunction with UBC)
- c) Public Policy
- d) Humanities
- e) Criminal Justice
- f) Human Resource Management
- g) Resources Management
- h) Environmental Studies

These largely interdisciplinary programs would fill some important needs within the province and would allow Simon Fraser to develop a base in several new areas (e.g., architecture, urban land economics) and to further strengths in areas such as public policy, regional science, human services, resource management, economics, and business administration. Programs could be geared both for full and part-time study.

4. Professional Development and Special Projects. Professional development programs (seminars, short courses, public policy conferences) could be offered in fields related to the above graduate programs. Further, some specialized services in response to particular urban needs are proposed. Two such services might be an Institute for Civic and Urban Affairs (dealing with urban issues and leadership) and an Institute for Entrepreneurship.

This overall program concept and the individual program options are endorsed by the Committee as an appropriate program planning model for a downtown satellite campus. It is not the only appropriate model; other models and program options may prove more viable given needs and the University's ability to act. It is the Committee's view, however, that a general framework for program development with well understood, yet flexible, program options be established in order that development of the downtown satellite campus can proceed as a planned, rather than ad hoc activity.

APPENDIX F  
THREE MODELS OF  
DOWNTOWN PROGRAM DEVELOPMENT

### THREE MODELS OF DOWNTOWN PROGRAM DEVELOPMENT

|                       | Extension                                                                                                                                                                                              | Downtown Centre                                                                                                                                                                                                                                                    | Downtown Satellite Campus                                                                                                                                                                                                                                                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program               | <ul style="list-style-type: none"> <li>- limited, but widespread selection of existing general university courses</li> <li>- serves mainly part-time students and Burnaby Mountain overflow</li> </ul> | <ul style="list-style-type: none"> <li>- concentrated selection of existing courses and programs</li> <li>- opportunities for focussed study in interdisciplinary areas</li> <li>- geared to part-time students, some opportunities for full-time study</li> </ul> | <ul style="list-style-type: none"> <li>- 1) distinctive programming: eg. (a) professional masters degrees (b) limited interdisciplinary undergraduate majors, certificates and diplomas.</li> <li>(2) shares some programming with Burnaby Mtn. campus: eg. university entrance and transfer</li> <li>- full and part-time students</li> </ul> |
| Teaching Function     | <ul style="list-style-type: none"> <li>- undergraduate</li> <li>- evening study</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>- undergraduate</li> <li>- primarily evening, limited day programming</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>- graduate and undergraduate teaching and research</li> <li>- extended day programming</li> </ul>                                                                                                                                                                                                       |
| Program Credits       | <ul style="list-style-type: none"> <li>- students earn limited credits toward certificate, diploma, and degree completion programs or for general interest/career enhancement</li> </ul>               | <ul style="list-style-type: none"> <li>- students earn credits towards degree completion generally or in specific certificate, diploma programs or concentrated areas of upper division study</li> </ul>                                                           | <ul style="list-style-type: none"> <li>- 1) students enrol in specific graduate and undergraduate programs offered downtown</li> <li>2) students complete initial requirements for existing SFU programs</li> </ul>                                                                                                                            |
| Facility Requirements | <ul style="list-style-type: none"> <li>- rental of classroom facilities</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>- lease of classroom facilities</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- own classroom, office, and service facilities</li> </ul>                                                                                                                                                                                                                                              |
| Faculty Requirements  | <ul style="list-style-type: none"> <li>- no resident faculty (SI's and SL2's)</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>- limited resident faculty (semesterly assignments), SI's and SL2's</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>- program specific resident faculty, semesterly or annual assignments from Burnaby, SI's and SL2's</li> </ul>                                                                                                                                                                                           |
| Service Requirements  | <ul style="list-style-type: none"> <li>- very small integrated service staff</li> <li>- extension of existing university service department-ments</li> </ul>                                           | <ul style="list-style-type: none"> <li>- small integrated service staff, extension of existing university service departments, special services on a limited scheduled basis</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>- extension of existing university service departments, dedicated staff and services downtown (eg. Registrar, library)</li> </ul>                                                                                                                                                                       |

STUDENT  
BENEFITSSFU  
BENEFITS

## DEFICIENCIES

| Extension                                                                                                                                                                                                             | Downtown Centre                                                                                                                                                                                                                         | Downtown Satellite Campus                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- accessibility</li> <li>- increased availability of high demand courses</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>- accessibility</li> <li>- opportunities for concentrated study</li> <li>- better services</li> <li>- some sense of the university environment</li> </ul>                                        | <ul style="list-style-type: none"> <li>- accessibility</li> <li>- full or part time study</li> <li>- new program areas</li> <li>- opportunities for program completion</li> <li>- immersion in the university community</li> <li>- complete support services</li> </ul>                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>- visibility</li> <li>- low cost expansion of teaching resources</li> <li>- new admissions</li> <li>- revenue</li> </ul>                                                       | <ul style="list-style-type: none"> <li>- identifiable presence</li> <li>- continuity of students</li> <li>- increased revenue</li> <li>- established facilities downtown</li> <li>- low cost expansion of teaching resources</li> </ul> | <ul style="list-style-type: none"> <li>- development of new program areas</li> <li>- new faculty members in new and existing departments</li> <li>- opportunities to stimulate faculty interest</li> <li>- research potential</li> <li>- intellectual and community leadership in new areas</li> <li>- increased opportunities to integrate university and community resources</li> <li>- new full time student body</li> </ul> |
| <ul style="list-style-type: none"> <li>- severely limited program completion</li> <li>- limited services</li> <li>- limited sense of the university environment</li> <li>- logistical and service problems</li> </ul> | <ul style="list-style-type: none"> <li>- limited scale</li> <li>- marginal facilities</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>- potential organizational problems</li> <li>- cost</li> </ul>                                                                                                                                                                                                                                                                                                                           |